

LSUE Course Syllabus

- I. Course: English 1002 Instructor: English Faculty
- II. Course description from the current LSUE catalog:
- English Composition. Lec. 3; Cr. 3.
- Introductory course in writing, accompanied by selected readings in literature and literary criticism. Emphasis on critical thinking through the development of extended essays in a variety of genres such as the academic essay, the review, and the research paper. The course requires an oral presentation and/or technological component, a collaborative project, as well as a 1200-1500 word documented essay.
- Prerequisite: A grade of "C" or better in English 1001 or ACT score of 26 or higher and a minimum total of 53 on the English score plus the composite score*
- III. Textbook(s) and other required materials:
- Literature: An Introduction to Fiction, Poetry, Drama, and Writing.* Eds. X. J. Kennedy and Dana Gioia. 5th Compact Edition. New York: Pearson, Longman, 2007.
- Hodges' Harbrace Handbook.* 17th Edition. New York: Thomson, Wadsworth, 2010.
- Harbrace folder
- Dictionary
- IV. Evaluation/grading (policy and basis; number and frequency of tests and papers; weights of particular tests or papers; etc.):
- Grading: Students will be graded primarily on the basis of their writing. Since the semester grade is based on level of achievement, the last two assignments are of higher value than those written early in the term, with the documented essay counting as three grades and the final examination essay as two grades. Final revisions of all graded essay assignments must be returned to the instructor. Class participation and pop quizzes on reading assignments may also be taken into consideration when determining the student's final grade.
- V. Policies pertaining to attendance, late work, make-up work, etc.:
- All work must be completed by the date due. The instructor may lower the grade or assign a failing grade for work turned in late without an adequate excuse. Students are expected to attend class regularly and are responsible for all material covered and assignments made during each class period. Make-up examinations and quizzes are given only at the discretion of the instructor.
- VI. Course Goals and Objectives:
- Goal 1: Understand the function of reading and writing in cultural, academic, and professional communities.
- Objectives:
- A. Use writing and reading for inquiry, learning, thinking, and communicating
 - B. Explore the relationships among language, knowledge, and power
- Goal 2: Interpret different rhetorical situations and respond with appropriate genres.
- Objectives:
- A. Respond appropriately to different kinds of rhetorical situation, with a focus on purpose and needs of various audiences
 - B. Understand how genres shape reading and writing
 - C. Adopt appropriate voice, tone, and level of formality
- Goal 3: Continue developing writing processes that reflect invention, inquiry, revision, and editing
- Objectives:
- A. Develop flexible, recursive strategies for generating and gathering ideas, revising, editing, and proofreading, being aware that it usually takes multiple drafts to create an effective text
 - B. Understand the collaborative and social aspects of writing processes
 - C. Learn to critique their own and others' works
 - D. Learn to balance advantages of relying on others with responsibility of doing their part
- Goal 4: Interpret, evaluate, integrate, and document information gathered from primary and secondary sources.
- Objectives:
- A. Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing information from appropriate primary and secondary sources
 - B. Use a variety of research strategies (texts, online sources, interviews, surveys)
 - C. Integrate information from sources into their writing, documenting it according to appropriate conventions
- Goal 5: Understand and apply conventions for cultural, academic, and professional communities.
- Objectives:
- A. Apply knowledge of genre conventions ranging from structure, paragraphing, and mechanics to tone
 - B. Control such surface features as syntax, grammar, punctuation, and spelling

VII. Major Instructional Objectives

1. To review briefly the conventions of edited American English, especially common grammatical problems (sentence fragments, comma splices and fused sentences, agreement errors, vague pronoun reference) and, on an individual basis through corrections to papers and through conferences, to help students eliminate such problems from their papers.
2. To review the conventions of organizing multiparagraph essays to assure that students are thoroughly familiar with this format.
3. To help students become competent writers of analytical, persuasive, and argumentative prose, with special emphasis on inductive reasoning through which specific evidence is used to support generalizations.
4. To introduce students to the conventions of writing about literature, especially character analyses and analyses of the themes of short stories. Students should achieve a basic competence in writing literary analyses that use specific evidence to support generalizations and that develop ideas in a logical sequence.
5. To introduce a few key concepts useful in literary analysis so that students will be able to use these concepts in their own analyses.
6. To introduce the conventions of quoting and paraphrasing from both primary and secondary sources, including the conventions of documentation and bibliography and to provide enough practice in these conventions so that students achieve a basic competence.
7. To introduce students to the various research tools in the library, especially those in their own fields, as a first step toward developing competence in library research.
8. To help students write an acceptable college-level documented essay: one which follows the MLA format, is based upon adequate library research, uses quotations effectively and follows the conventions of handling quoted and paraphrased passages, uses internal citations properly and includes a works cited page that adheres to a standardized style, develops an adequately supported argument in a logical sequence, and demonstrates grammatical competence.

VIII. Summary of Course Content

1. By semester's end students should have written at least 5000 words. This output may include various types of writing (such as journals and peer critiques) in addition to formal essays.
2. At least one writing project will be a 1200-1500 word documented essay requiring significant research.
3. Students should write in at least three different genres, at least one of which must be an argumentative essay on a complex issue. Examples of these genres include academic essays, reviews, research reports, and proposals.
4. Coursework should require students to work collaboratively on at least one project through such activities as peer response groups or collaborative research projects.
5. Students' work should include at least one oral presentation and/or technological component as part of a project.
6. All students will participate in a final assessment.

IX. Methods of Instruction

Extensive written assignments, both in class and out of class, graded and ungraded; lecture and class discussion; student conferences; library research; in-class readings; recordings, and videotapes.

X. Supplementary References

Gibaldi, Joseph, and Phyllis Franklin. MLA Handbook for Writers of Research Papers, 6th ed. New York: Modern Language Association, 2003.
Guerin, Wilfred L., Lee Morgan, and Earle Labor. A Handbook of Critical Approaches to Literature, 3rd ed. London: Oxford University Press, 1992.
Roberts, Edgar V., Writing About Literature, 9th ed. New Jersey: Prentice Hall, 2003.

LSUE POLICY CONCERNING STUDENTS WITH DISABILITIES

Any student who is a "qualified individual with a disability" as defined in Section 504 of the Rehabilitation Act and Title II of ADA, and who will need accommodated services (e.g. note-takers, extended test time, audiotape, tutorials, etc.) for this course must register and request services through the Office of Academic Assistance Programs, Science Building Room 150.

LSUE CODE OF STUDENT CONDUCT

"The prestige and standing of Louisiana State University at Eunice will be determined not only by its academic offerings, its faculty, and physical facilities, but also by the reputation of its students...It is the responsibility of each student at LSUE to know and observe all of the rules and regulations regarding student behavior. The LSUE Code of Student Conduct contains regulations and responsibilities applicable to the students, faculty, administration, and University. Students should consult the Code for details about their rights and obligations. Copies are available in each administration office, the library, and the Student Government Association office."

LSU at Eunice Current Catalog

The LSUE Code of Student Conduct can be accessed online: Go to the LSUE homepage at www.lsue.edu, click on Current Students, Click on Student Handbook, Click on Code of Student Conduct.